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ABSTRACT

Among the reasons which can be cited for the failure of students to pursue an occupational course of study are a lack of available school time, a conflict with extracurricular activities, required credits for graduation, and parental attitude toward occupational education. In an effort to skirt these conflicts three counties were selected to pilot test a program that involved extending the school year. The major purposes of this effort were to provide vocational training as part of the regular school program and to assess the value of operating the occupational center during the summer months. The program was run and provided data to support the conclusions that: (1) A quality program could be made available to all students, (2) Approximately 22 percent more students could be served by the area occupational center, (3) Total use of equipment and facility for 12 months allows a greater number of students to use the equipment for a longer period of time, and (4) Student tuition could offset the added expenditure of the extended school year. Among the recommendations were that student recruitment time be extended and that student achievement records be available to counselors and teachers. Topical outlines, financial data, and suggested scheduling formats are included in the document. (JS)

ED042876

Research Coordinating Unit

APPLICATION OF THE EXTENDED SCHOOL YEAR CONCEPT TO A BOARD OF COOPERATIVE EDUCATIONAL SERVICES OCCUPATIONAL TRAINING PROGRAM

WASHINGTON, WARREN, HAMILTON COUNTIES
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
HUDSON FALLS, NEW YORK

VT009642

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DEFINITION OF TERMS

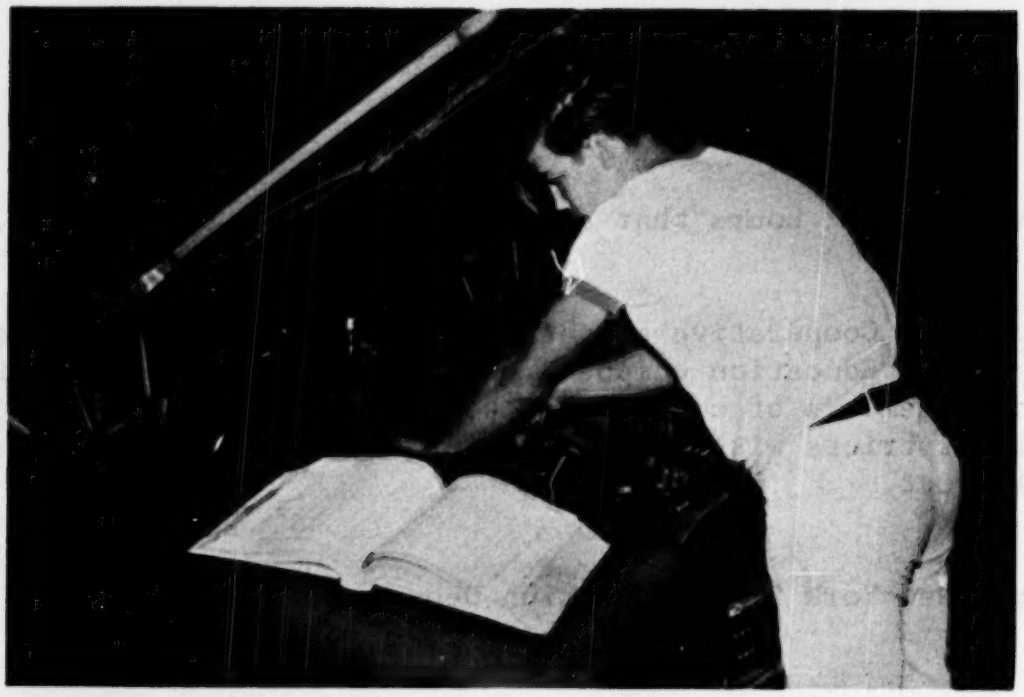
"E" time - The total hours that students attend the ESY program.

BOCES - Board of Cooperative Educational Services. A nine member Board of Education composed of members usually elected from board members of component school districts which includes all districts within the District Superintendent's supervisory district.

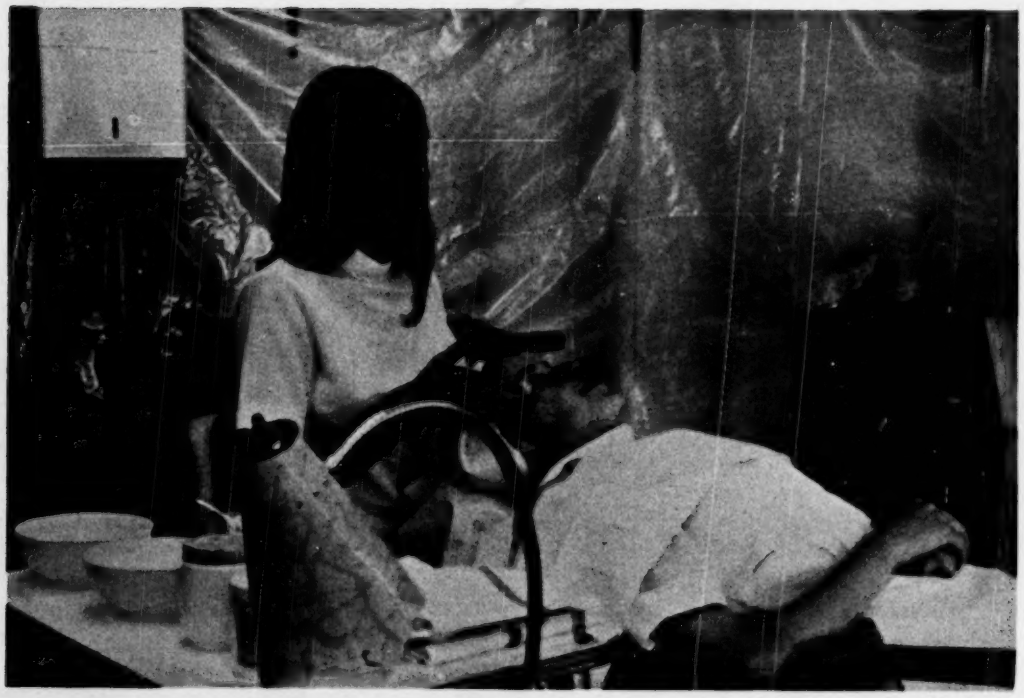
Department - New York State Education Department.

ESY - Extended School Year. An extension of the school year from the normal 10 months operation to 11 or 12 months operation.

Area Occupational Center - An occupational/vocational training center administered by the Board of Cooperative Educational Services to prepare in-school youth and adults for employment.



Student makes final adjustments to ignition system during the ESY program in auto mechanics 1 class.



Student shown above demonstrates facial procedures to others in the ESY cosmetology class.

Heavy equipment owned by the BOCES utilized throughout the year by students enrolled in ESY program.
Students gain additional time during the summer which enables them to be released for other educational and work experiences from the regular school year program.

INTRODUCTION

The Washington, Warren, Hamilton Counties BOCES was selected by the State Education Department to provide a 5-week summer school session of occupational education as a pilot program in the Department's program of extending the school year.

That too many high school students are denied the opportunity to pursue an occupational course is based on the following facts: Students do not have available school time; extracurricular activities prevent the student from attending occupational courses; transportation distance deters the potential student; course competition at the home school; required credits for graduation; and such required State and local courses as driver education, health, and physical education. Every year many students interested in obtaining occupational skills are sentenced to an alternate program as a result of one or more of these reasons.

More unrealistic, at this point in time, is to assume that all students seeking occupational education are being admitted to the program. Parental attitude toward basic school requirements, compared to the occupational education program, restricts many other potential candidates.

Perhaps it is time for the student interested in occupational education to continue with the regular home school schedule while attending the occupational center during the Extended School Year Program. This, in itself, will enhance the occupational education image by providing a time and a program for the student who seeks to pursue a demanding and rigorous program.

The Washington, Warren, Hamilton Counties BOCES has nearly $500,000 worth of instructional equipment available for student use during an ESY (Extended School Year) summer session. This equipment, plus a $3 million

facility being planned, is reason enough for all youth and adults to have these facilities year-round.

PURPOSES OF PROJECT

To help students carry out vocational plans as part of the regular school program.

To assess the value of operating the occupational center during the summer months.

To determine the value of an extended term of training for students who require additional time in a particular course.

To provide "E" time for enrolled students to devote only a portion of the regular school year time to occupational education.

To provide time for students to elect additional courses at the home school during the regular school year.

AREA SERVED

The supervisory district of the Washington, Warren, and Hamilton Counties BOCES includes the following districts:

Abraham Wing
Argyle
Bolton Landing
Cambridge
Chestertown
Fort Ann
Fort Edward
Glens Falls
Granville
Greenwich
Hartford
Horicon
Hudson Falls
Indian Lake
Johnsburg
Lake George
Pottersville
Queensbury
Salem
Warrensburg
Whitehall

Approximately 5,000 students attend the schools in grades 10, 11, and 12 and would be considered eligible for admission to the occupational program.

At the end of the 1967-68 school year, 400 students were enrolled in the occupational program.

STUDENTS SERVED

Beginning students who planned to enter the occupational education program in September, 1968.

Intermediate students who had completed 1 year of a 2-year program.

Advanced students who had completed a program and desired advanced training.

Dropouts from the local high schools who might have been encouraged to return to the regular program.

Potential occupational education students who desired to explore an occupation.

PRELIMINARY PLANNING

The BOCES was contacted by representatives of the State Education Department, Bureau of Occupational Education, during the second week in June to consider the possibility of conducting the extended program. The District Superintendent of Schools and the Director of Occupational Education decided to consider the proposal. Following a meeting with chief school administrators, a second meeting was conducted on July 1, by the State Department's representative and BOCES personnel with secondary school principals and guidance personnel from the schools involved. A decision was made to proceed with the ESY program, and counselors were requested to recruit students by telephone.

Consultants from the State Education Department conducted an orientation session for teachers prior to opening of school. The meetings enabled the teachers to gain insights into the proposed project and obtain information

about curriculum development for each subject. Area supervisors from the Bureaus of Trade and Technical Education and Agricultural Education were most helpful in assisting with curriculum development.

In addition to the above scheduled meetings, several teacher meetings with State Department consultants were conducted during and following the 5-week program. This provided an opportunity for all persons involved in the project to exchange ideas and assess the program as it developed and progressed.

RECRUITMENT PROCEDURE

Because schools had recessed for the summer vacation, recruitment posed a serious problem. Although counselors made contact with approximately 80 percent of 350 potential students, only 47 indicated interest. Several students reported that summer plans prevented their attending. Others, employed, were not available for the program, but would be interested if offered again.

Forty-seven students from the area schools enrolled for the five courses and attended the course in which they were enrolled. Six of these students left the program prior to completion.

TEACHERS

Teachers in the regular occupational program were employed as instructors. Even though these teachers were notified late in the year, each accepted the challenge of developing a course of study and serving during the 5-week program.

METHOD OF PROGRAM EVALUATION

To provide for an accurate report the program was evaluated on:

facility, students, course of study, instructional methods, and time. Teachers prepared written reports on these facets and gave recommendations and desired goals for future consideration. Futhermore, an analysis was made of values received by individual students who attended the ESY occupational program.

The basic objective of the evaluation was to make occupational education available to all students, not just a select few who have time available.

Teachers attended a 3-day workshop following the 5-week program to compare the original course of study with the actual outline used during the course. This effort enabled the teachers to correct the tentative plan and present the plan that was actually followed.

STUDENT EVALUATION

A comprehensive student counseling and evaluation program was incorporated soon after school opened. Individual pupil-counselor interviews were scheduled to enable them to become acquainted, to collect personal data, and to determine student interest in the ESY project. Throughout the interviews, students revealed various reasons for attending the summer session.

An interim student evaluation sheet was completed by the teacher for each student. This report described the students' academic achievement, personal relationship with others, and general attitude. Following a review of these reports, pupil-counselor interviews were scheduled wherever a need appeared.

Another evaluation device was a student confidential rating sheet. This student report represented the teachers' rating of the student based on characteristics, qualifications, and progress made during attendance.

A third item used to assist the pupil in making a vocational decision was the United States Department of Labor Interest Check List. The information from this inventory provided the counselor additional information with which to advise the student on vocational decisions. The students were very receptive to an assessment of vocational interests.

The student information sheet was another evaluative device. Students expressed opinions about the programs, ranging from strongly agree to strongly disagree by placing X's in columns. The second part of this device was subjective and students wrote answers to opinion-seeking questions.

A followup interview with the counselor was conducted after the student returned to school in September. At this time, the student was asked if he enjoyed the summer program, would he return if offered again, what suggestions would he offer for improvements and how could he best use his "E" time during the regular school year. Efforts are currently being made to assign these students to work-study experience and/or additional time in the home school academic program.

STUDENT ASSIGNMENT OF "E" TIME

Students who successfully completed the program will be given the opportunity to select a use of "E" time. Options available to students are: remain at the home school during a portion of the regular academic school year to take an elective or required course; be placed in a job situation directly related to the course in which they are enrolled; or a combination of the two.

Students will have a total of 75 hours, accumulated during the ESY program, to be applied to the alternative selected. In every case, where applicable, students will not be attending the regular class for that duration of "E" time in the bank, as a result of the summer ESY program.

TOPICAL OUTLINE

AUTOMOBILE MECHANICS I

UNITS OF STUDY

A. Safety

B. Maintenance and Repair of Automobile Ignition System

I. Orientation

A. Course

1. Units to be Covered
2. Credit
3. Hours (bus Schedule)
4. Tools (student box)

B. School Rules

1. Smoking
2. Driving
3. General Behavior
4. Lock and Lockers

II. Safety

A. Equipment

1. Use
2. Safety Areas

B. Lifts

1. Operation

C. Vehicle

1. Use of Jack Stands
2. Fender & Seat Covers

D. Personal

1. Clothing
2. Safety Glasses

E. Fire

1. Location of Extinguishers
2. Fire Exit

III. Ignition

A. Safety

1. Equipment & Power Test Equipment
2. Engine Compartment

B. Special Tools & Equipment

1. Timing Light
2. Dwell Meter
3. Distributor Machine
4. Scope
5. Simulator

C. Theory of Operation

1. Combustion - Compression
2. Parts in Systems
3. Primary Curcuit (resistor)
4. Secondary Curcuit
5. Coil - Condenser Operation
6. Dwell Points
7. Spark Plugs Design (Heat Range)
8. Vacuum & Mechanical Advance

D. Use of Tools & Equipment

1. Timing Light
2. Dwell Meter
3. Compression Gauge
4. Distributor Machine
5. Cylinder Leakage Test
6. Combustion Efficiency
7. Ohm Meter
8. Coil - Condenser Tester
9. Scope

E. Jobs

1. Set Timing & Dwell
2. Check Compression
3. Service Spark Plugs
4. Service Plug Wires
5. Service Resistor
6. Tune Up
7. Set Up Distributor
8. Scope Analysis

F. Trouble Shooting

1. Primary Circuit
2. Secondary Circuit
3. Engine Efficiency

G. Testing & Evaluation

1. Theory
2. Practical Applications of Job
3. Evaluation of Total Performance

TOPICAL OUTLINE

AUTOMOBILE MECHANICS II

UNITS OF STUDY

A. Safety

B. Maintenance and Repair of Automobile Power Train

A. Personal

1. Eye Protection
2. Clothing and Proper Dress
3. Lifting and Carrying
4. Material Loading and Storage
5. Good Housekeeping and Clean-Up
6. Accident Reports
7. Hazards in Work Areas (lead lights, oils, tools, etc.)
8. Fire Drills
9. Equipment and Welding Shields
10. Student Driving Habits

B. Shop Practices

1. Use of Safety Equipment
2. Procedure for Doing Live Work
3. Use of Job Sheets and Factory Manuals

C. Hand Tools

1. Use and Care of Hand Tools
2. Use and Care of Measuring Devices

I. Standard Transmission

1. Theory
2. Disassemble
3. Internal Parts (names, function, and power flow)
4. Re-assemble
5. Check Operation

II. Differentials

1. Theory
2. Disassemble
3. Internal Parts (names, function, and power flow)
4. Assemble
5. Adjust and Check Operation - A
6. Adjust and Check Operation - B
   (Same procedure for both types)

III. Overdrive

1. Theory and Operation
2. Disassemble
3. Internal Parts (names and functions)
4. Assemble

TOPICAL OUTLINE

COSMETOLOGY I

UNITS OF STUDY

A. Facials
B. Hairstyling
C. Manicuring

Job and/or related skills to be developed

A. Facials

1. Theory for the Facial

a. The theory of massage
b. The benefits of a facial
c. Cosmetics used in the facial
d. Types of massages used and what they do to the skin

2. The Facial Procedure

a. Learning the facial massages on the mannequin
b. Practice of the massages
c. The procedure
d. Doing the complete facial on the live model
e. Practice, using the live model

3. Professional Ethics Theory

a. Rules of ethics
b. The meaning of Cosmetology

B. Hairstyling

1. How to Handle the Equipment

a. How to hold the comb
b. How to wet the mannequin
c. How to correctly comb the hair

2. Sectioning

   a. How to section the head into five sections
   b. How to make a horizontal panel
   c. How to make a vertical panel
   d. How to make an oblong base for the pincurl

3. How to Make a Proper Pincurl by Using Tension and Rearranging the Hydrogen Bonds

   a. How to wind the hair for a pincurl using the clock theory
   b. How to comb the hair
   c. How to ribbon and stretch the hair
   d. Placing the curl
   e. Pinning the curl

4. The Types of Curls to be Learned

   a. Forward pincurl in the horizontal panel
   b. Forward pincurl in the vertical panel
   c. Reverse pincurl in the horizontal panel
   d. Reverse pincurl in the vertical panel

5. Good Grooming Theory

   a. The rules of good grooming and how they help the cosmetologist

C. Manicuring

1. The Plain Manicure

   a. Materials
   b. Procedure
   c. Safety
   d. Sanitation

2. The Theory of the Nail

   a. Nail anatomy
   b. Growth rate
   c. Related theory

TOPICAL OUTLINE

COSMETOLOGY II

UNITS OF STUDY

A. Hand Care
B. Hair Care
C. State Board Examinations Practice

Job and/or related skills to be developed

A. Hand Care

1. Use of electric manicure machine
2. Application and care of artificial nails
3. Nail repair
4. Hand and arm massage
5. Use of electric mitts

B. Hair Care Choice

1. Use of increased number of brands or products for scalp treatments for both

    a. Seborrhea-oleosa
    b. Seborrhea-sicca
    c. Dandruff Rinses

2. Choice and use of increased number of brands or products for reconditioning

    a. Creme forms
    b. Rinse forms

3. Advanced hair shaping (razor)

    a. Forward lines
    b. Backward lines
    c. Slithering
    d. Tapering
    e. Layer cutting

4. Advanced hair shaping (shears)

    a. Club cutting
    b. Feather edge
    c. Shingling

5. Use of ultra-violet and red light, for scalp infections

6. Special shampoos

    a. Problem hair
    b. Before permanent
    c. For tinted and bleached hair

7. Scalp massage

C. State Board Examinations Practice

1. Pin curling right side
2. Pin curling left side
3. Fingerwaving

TOPICAL OUTLINE

CONSERVATION I AND II

UNITS OF STUDY

A. Planning and Developing A Recreational Area

B. Motor Boat Operation

I. Recreational Area Design and Layout

- A. Use of surveyors' tools and instruments
- B. Related math
- C. Establish grade elevations

II. General Equipment Maintenance

- A. Daily and periodic routine checks
- B. Adjustment requirements

III. Heavy Equipment Operation

- A. Basic bulldozer operation
- B. Basic backhoe operation
- C. Basic front end loader operation

IV. Develop Project Site As Swimming Area and Beach

- A. Bulldoze area as described on map
- B. Level area to grade with sand
- C. Fill swamp area for future picnic area

V. Operation of Outboard Motor Boat

- A. Safety procedures
- B. Launch boat
- C. Recover boat
- D. Boat operation
- E. Emergency procedures

TEACHERS COMMENTS AND CONCERNS

-"Extended class periods of four hours daily provided sufficient time to accomplish the proposed course of study as outlined."

-"Equipment, space, supplies, and visual aids were well used during the program."

-"Small class enrollments resulted from lack of information prior to school closing for vacation."

-"Excellent opportunity for cosmetology students to make up hours toward thousand hour requirement."

-"Cosmetology clinic attracted a larger number of patrons and provided excellent opportunity for students to gain (more) practical experience."

-"A full day course would create problems for many occupational students who find it necessary to work during the regular summer vacation."

-"In every case, student interest was extremely high."

-"Students were recruited on the basis of interest. Their high attendance rate indicated that students do care and will attend regulary on a voluntary basis."

-"Student attitude was exceptionally good."

-"Students exhibited great interest and a readiness to accept information together with a high level of cooperation."

The total use of equipment and facility for 12 months of the year allowed greater numbers of students to use the equipment for a longer period of time.

FINANCIAL IMPLICATIONS OF AN EXTENDED SCHOOL YEAR PROGRAM (ESY) AT A BOCES AREA OCCUPATIONAL CENTER

Although the ideal individual schedule has yet to be adopted for meeting the educational needs of ALL our youth, extending the time allowed for learning a certain body of knowledge and developing a skill would have considerable merit and deserves attention.

To this end we focus on the development of a schedule system that will enable all youth, not a select few, to take full advantage of the occupational education program provided at the Area Occupational Center.

Certain basic beliefs have been paramount in preparation and organization of materials for this paper.

1. Increased utilization of the AOC can be achieved.
2. By planning individual schedules for individual students, a greater number of students could profit from occupational education.

A careful examination and analysis has been made of an ESY program to determine the financial implications.

Included in this paper are estimated costs, comparative studies, conclusions, and recommendations based on an ESY Program conducted by the Washington, Warren, and Hamilton Counties BOCES during the 1968 summer session.

FACT SHEET A

ESTIMATED COSTS PER MONTH OF AREA OCCUPATIONAL

CENTER CLASS OF 15 MACHINE SHOP STUDENTS

I. Teacher's Salary — $450.00/mo.

a. $9000.00 per year (average) - 2 groups

b. $4500.00 - 1 group
2 /9000.00

c. 450.00 per month, teacher's salary
10/mo. /4500.00

II. Facility Rent — 150.00/mo.

a. Shop Space 60' x 40'

b. Rent per square foot $1.50

60
x 40
2400 sq. ft.

2400 sq. ft.
x 1.50 per sq. ft.
120000
2400
$3600.00 12 mo. rent

$300.00 per month - 2 groups
12/3600.00

$150.00 for 1 group - 1 month
2/ 300.00

III. Transportation $150.00 per mo.

a. 15 students at $10.00 per month

15
x10
150.00

IV. Administrative Expense 68.00 per mo.

a. 3 administrators at $3,350.00 per month

b. Total number courses -25

$135.00 per month - per course
25 ⟌3350.00

courses
$67.50
2 ⟌135.00

V. Supplies and Materials $100.00

a. $1,000.00 - 10 months

$100.00 per month
10 ⟌1000.00

Per month for class of 15 Students $918.00

VI. Cost per student per month

a. Students

$61.20 per student per month
15 ⟌918.00

VII. Cost per student Hour of Instruction in regular program $1.36

a. 450 instructional hours per 10 months

45 instruction hours per month
10 ⟌450

b. $1.36
45 ⟌61.20

The cost estimates illustrate the financial structure of a typical occupational education class of 15 students that meets for 2 1/2 hours each day for 200 days each year. (For estimating financial estimates 200 school days are used.)

FACT SHEET B

Extended School Year Program (ESY)

based on 4 hours per day - 5 day per week

for 5 weeks - 100 hours

I.	Teacher's Salary	$1,125.00
	a. 25 days at $45.00 per day	
II.	Facility Rent	188.00
III.	Transportation	150.00
IV.	Administrative Expense	135.00
V.	Supplies and Materials	125.00
	Estimated cost for 100 hour ESY PROGRAM	$1,723.00
VI.	Cost per Student Hour of Instruction	$1.15

$$\begin{array}{r} \$45.00 \\ \times 25 \\ \hline 225 \\ 90 \\ \hline 1125.00 \end{array}$$

Students

$$15\overline{)1723.00} = \$115.00$$

$$\begin{array}{r} 114.86 \\ 15\overline{)1723.00} \\ 15 \\ \hline 22 \\ 15 \\ \hline 73 \\ 60 \\ \hline 130 \\ 120 \\ \hline 100 \\ 90 \\ \hline 10 \end{array}$$

Instruction Hours

$$100\overline{)115.00}$$

$$\begin{array}{r} 1.15 \\ 100\overline{)115.00} \\ 100 \\ \hline 150 \\ 100 \\ \hline 500 \\ 500 \end{array}$$

The above cost estimates illustrate approximate costs incurred by the Washington - Warren - Hamilton County BOCES for the operation of an ESY Program

FINANCIAL COMPARATIVE ANALYSIS OF REGULAR PROGRAM TO ESY PROGRAM

ITEM	REGULAR PROGRAM	ESY PROGRAM
I. TEACHERS SALARY	$450.00	$1125.00
II. FACILITY RENT	150.00	188.00
III. TRANSPORTATION	150.00	150.00
IV. ADMINISTRATIVE EXPENSE	68.00	135.00
V. SUPPLIES AND MATERIALS	100.00	125.00
TOTAL	$918.00	$1723.00
	45 Instruction hrs. x15 Students 225 45 675 Instruction hrs.	100 x15 500 100 1500 Instr. hrs.
	for 675 instruction hours	for 1500 instr-tion hours.
	cost per student instructional hour $1.36	cost per student instructional hour $1.15
	1.36 675 918.00 675 2430 2025 4050 4050	1.1148 1500 1723.000 1500 2230 1500 7300 6000 1300 1200

SCHEDULE FORMAT FOR HIGH SCHOOL PUPILS INTERESTED

IN ATTENDING THE AREA OCCUPATIONAL CENTER

Group A

Assume that group A (15 students) from school #1 attended the ESY Program and accumulated 100 hours of time. Therefore, only 350 hours of attendance at the area occupational center would be required during the regular school year to meet the 450 hour requirement. Consequently, students would not attend the area occupational center for one day each week.

Home School Schedule for Group "A"

PERIOD	SUBJECT	MON	TUES	WED	THURS	FRI
8:15 - 9:00 - 1	English	/	/	/	/	/
9:00 - 9:45 - 2	Social Studies	/	/	/	/	/
9:45 - 10:30 - 3	Physical Educ. Driver Educ.	DE	PE	DE	PE	DE
10:30 - 11:15 - 4	Lunch - Bus					
11:15 - 12:00 - 5	Occupational Ed.	/	/	O	/	/
12:00 - 12:45 - 6	Occupational Ed.	/	/	O	/	/
12:45 - 1:30 - 7	Occupational Ed.	/	/	O	/	/
1:30 - 2:15 - 8	Occupational Ed.	/	/	O	/	/

O - POSSIBLE ALTERNATIVES -

1. Meet such home school requirements as: health, science, lab, technical math, related shop, and/or math.
2. Enroll in work-experience program.
3. Enroll in remedial math/reading program.

NOTE: The above schedule for group "A" students would provide one half day per week for scheduling a second group in that particular shop.

SCHEDULE FORMAT FOR STUDENTS INTERESTED IN ATTENDING

THE AREA OCCUPATIONAL CENTER PART TIME

Group B

Assume that students in group "B" are interested in gaining practical experience, of a technical nature, related to their college preparation; or who seek to become better acquainted with several occupations. Nevertheless, this group should avail itself to a lesser occupational education program than a regular group.

Home School Schedule for Group "B"

PERIOD	SUBJECT	MON	TUES	WED	THURS	FRI
1	English	/	/	/	/	/
2	Social Studies	/	/	/	/	/
3	Physical Educ. Driver Educ.	DE	PE	DE	PE	DE
4	Lunch - Bus					
5	French	/	/	AOC	/	/
6	Study Hall	/	/	AOC	/	/
7	Math 11	/	/	AOC	/	/
8	Chemistry	/	/	AOC	/	/

NOTE: The above schedule is based on the fact that students in this group attend a home-school that is scheduled for an 11-month annual program. This, in effect, enables the student to have released time from regular subjects to attend the area occupational center one day per week.

Although students in this group have had the interest and aptitude for a type of occupational training, many have been denied the opportunity to enter the program. Too little time in the students' schedule has usually been the reason given for not electing occupational education; whereas, if the home-school subscribed to the Extended School Year Program scheduling conflicts as described above would be reduced considerable.

Meeting the needs of today's youth and providing programs designed to match their interests are the most important factors and primary concerns to be considered. Students in group "B" would have the opportunity to explore several occupations, and therefore, be better able to make a wise vocational choice based on knowledge rather than interest.

FINANCIAL CONCLUSIONS

I. Annual tuition rate per pupil for Area Occupational Center $800.00

a. Includes teacher's salary, facility rental, transportation, administration, and supplies and materials.

II. Group "A" did not attend for 40 days during the year.

a. $\frac{\text{40 days not in attendance}}{\text{180 total school day sessions}}$ 22% more time available

$$\begin{array}{r} 180 \overline{)\ 40.00} \\ \underline{360} \\ 400 \end{array}$$

III. Group "B" tuition cost per student per year $176.00

$$\begin{array}{r} 800 \\ \times\ .22 \\ \hline 1600 \\ \underline{1600} \\ \$176.00 \end{array}$$

CONCLUSIONS

1. A quality program could be made available to all students regardless of individual needs, interests, and aspirations.
2. Approximately 22 percent more students could be served by the area occupational center than at present.
3. Total use of equipment and facility for 12 months allows a greater number of students to use the equipment for longer periods of time.
4. Student tuition for the one-day-a-week program would be approximately $176.00. This amount, if an adequate number of students enrolled, would off-set or balance the added expenditure or the Extended School Year Program.

RECOMMENDATIONS AND CONSIDERATIONS FOR FUTURE EXTENDED SCHOOL YEAR PROGRAMS

Following the 5-week summer session, the teachers met for 3 days to discuss, react, evaluate, and offer recommendations for future programs. The primary objective of the workshop period was to make recommendations that would have a positive effect on future ESY BOCES Programs. Secondly, how could BOCES best schedule an ESY program to provide opportunity for all students to elect occupational education at the area center?

Recommendations based on teacher observation and evaluation follow:

1. Student recruitment time should be extended to allow for a minimum of a 4-month period. (Home school counselors should have specific details by March 1)
2. Students who desire to become better acquainted with the occupational education program should be allowed to enter for orientation purposes.
3. Student achievement records should be available to counselors and teachers to provide for a meaningful student assessment of ability.
4. Bus transportation for students should be established to require no longer than 45 minutes of travel time one way.
5. Classes should start at 9:00 A.M.
6. A classroom study period be assigned to reduce home work and/or outside preparation time during ESY Program.

Administration of ESY Program

1. Solicit agreement among the home-school Boards of Education, chief school administrators, high school principals, counselors, and others, prior to next year's schedule preparation (February 1), regarding the effectiveness and usefulness of the program.
2. Provide State funds for a home-school demonstration project that would enable a school to build in schedule flexability to provide time for students to enroll at the occupational center for an abbreviated period time.
3. Provide curriculum writers with time, space, and funds to investigate best techniques and methods to use during the ESY program. Initiate a pilot project to measure the effectiveness of a unitized course of study for all courses planned for the ESY Program.
4. Preliminary student survey completed early in March to provide time for ordering supplies.
5. Emphasis on the collection and analysis of data on students who were enrolled in the ESY Program should be made and compared with other students not enrolled in the ESY Program.
6. Other ESY model programs should be developed throughout the State to determine the specific values of such a program on statewide bases.
7. Immediate action should be taken to formulate plans to initiate 5 to 7 ESY Programs throughout the State.
8. Funds should be secured to support intensive research in the area of curriculum structure to accomodate the ESY pattern.

CONSIDERATIONS AND RECOMMENDATIONS FOR FUTURE ESY PROGRAM

"FEASIBILITY OF THE CLOSE RELATIONSHIP OF ESY PROGRAM TO STUDENTS WITH SPECIAL NEEDS"

For obvious reasons, considerable equipment and facilities are being duplicated in order to serve the student with special needs. Futhermore, the present emphasis placed on preparing students for entry level jobs places a tremendous responsibility on instructors and curriculum whenever groups are heterogeneously grouped.

A tremendous potential exists for resolving some of these problems by utilizing the ESY Program.

The following is submitted for consideration:

A. An ESY Program be designed to meet 6 hours each day, 5 days per week for 6 weeks.

Number of hours per day	6
Number of days per week	5
Number of weeks during summer	6
Number of total hours	180

This particular design would provide opportunity for the student to be assigned to a home school program 2 full days each week in addition to the regular 3 half days. It would enable students to easily meet the physical education and driver education requirement. In addition, student scheduling and master schedule development in the home school would be less difficult. Students would then be enrolled in a modified program for 2 days each week that would provide adequate time over a 3-year period (600 hours) to develop meaningful skills at the occupational entry level for many occupations.

Extended released time from school during the regular school year would provide for a more realistic work experience program.

In addition to the above, time would be provided during the ESY summer program to allow for flexible scheduling, in which students enrolled in the technical and semitechnical courses could be scheduled for related math and science.

APPENDIX

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

WASHINGTON, WARREN, AND HAMILTON COUNTIES

EXTENDED SCHOOL YEAR PROGRAM

FOLLOW-UP INTERVIEW RESPONSE SHEET

QUESTION	REMARKS	AUTO MECHANICS	CONSERVATION	COSMETOLOGY	TOTAL
1. Why did you attend the ESY program	-High interest	2	5	18	25
	-Exploration	1	1	4	6
	-Parent's recommendation	2			2
2. Did you work this summer while attending the ESY program	-Yes	5	5	11	21
	-No	2	1	9	12
3. Are you presently employed	-Yes	2	4	7	13
	-No	5	2	13	20
4. How did the ESY program assist you	-Offered advanced study -Increased skills -Greater preparation for state boards -Provided time for outside employment -Enabled metto take required home school courses				
5. Others	-Not enough time -Course should have been longer -Would take course again if offered (100%) -Would recommend the program to other students -Four hour sessions very adequate (all day too long)				

An effort was made to identify reasons why students attended the ESY Program on a voluntary basis rather than an alternative during the regular summer vacation.

Questions that might deter the student from attending an ESY Program were asked to gain insight into future planning.

In response to question number 1, 76 percent of the students indicated that they attended the program because of a high interest. The remaining 24 percent also demonstrated high interest while in the program but did report other reasons as listed.

It is important to note that in response to question 2, over 64 percent of the group were employed during the ESY program as compared to 39 percent during the regular school year.

Of significance are the remarks offered by the group regarding; how did the ESY Program assist you? Several students reported that the credit earned during the program enabled them to meet graduation requirements while others were able to take required home school course, that otherwise might have prevented them from attending the Occupational Center.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

WASHINGTON, WARREN, AND HAMILTON COUNTIES

EXTENDED SCHOOL YEAR PROGRAM

ATTENDANCE COMPOSITE SHEET

DAYS ABSENT	AUTO MECHANICS	Total Possible Days Attendance 24 CONSERVATION	COSMETOLOGY	TOTAL
0	3	3	12	18
1	2	3	5	10
2	3	0	1	4
3	2	0	2	4
4	1	0	2	3
5	1	0	0	1
10	1	0	0	1
Total Number Days Absent	33*	3**	21	57
Total Possible Days Attended	312*	144**	528	984
Percent Average Attendance	89.5%*	98%**	96.1%	94.3%

*Student enrolled 10 days late - 10 days not shown

**Student enrolled 6 days late - 6 days not shown

Table above shows the total number of days missed by students for each course. Perfect attendance was reported for 42% of the group. Too, the program averaged 94.3% attendance which does exceed the regular school year program by approximately 5%.

It should be noted that students were transported from home-school to Occupational Center. For most students, it meant walking from home for a considerable distance to board the school bus. This was repeated upon return from the Area Center. In one particular case, the student walked 3 miles to board the bus at 7:15 A.M. and rode 40 miles to attend the ESY Program.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

WASHINGTON, WARREN AND HAMILTON COUNTIES

EXTENDED SCHOOL YEAR PROGRAM

STUDENT FOLLOWUP SHEET #2

		AUTO MECHANICS	CONSERVATION	COSMETOLOGY	TOTAL	PERCENT
Attended ESY Program	BOYS	13	6	0	19	
	GIRLS			22	22	
Returned to regular Program in September 1968	BOYS	7	6		13	
	GIRLS			20	20	80%
Not attending September 1968	BOYS	6			6	
	GIRLS			2	2	20%

The table above shows the number of boys and girls registered in each of the 3 different courses offered and the number that continued on with occupational education.

Of the group that entered the ESY Program, 80 percent continued with the program in the fall.

The table below identifies the reasons for students not returning to the Occupational Center in the fall following the ESY Program. Sixty-three percent of the group not returning reported a schedule conflict at the home school. Although released time was available from the program at the Occupational Center, it was impossible to schedule all students. Generally, this was due to the inflexibility of the home school schedule.

REASONS FOR STUDENT NOT RETURNING TO REGULAR PROGRAM

REASON	AUTO MECHANICS	CONSERVATION	COSMETOLOGY
Moved			1
Attending Private School	1		
Course conflict at home school	4		1
Quit School	1		
TOTAL	6		2

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

WASHINGTON, WARREN, AND HAMILTON COUNTIES

EXTENDED SCHOOL YEAR PROGRAM

STUDENT GRADE LEVEL COMPOSITE SHEET

GRADE LEVEL	AUTO MECHANICS	CONSERVATION	COSMETOLOGY	TOTAL
10	5			5
11	5	1	14	20
12	2	5	7	14
SPECIAL CLASS	1			1
POST GRADUATES			1	1
			GRAND TOTAL	41

The figures shown above represent the students grade in school.

Although the majority of the students were enrolled in the 11th and 12th grades, others attended from the 10th grade, special class group, and post graduate.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

WASHINGTON, WARREN, AND HAMILTON COUNTIES

EXTENDED SCHOOL YEAR PROGRAM

STUDENT LEFT COMPOSITE SHEET

	AUTO MECHANICS	CONSERVATION	COSMETOLOGY	TOTAL
Started Course	16	6	25	47
Finished Course	13	6	22	41
Dropped Course	3	0	3	6
			DROPOUT RATE	13%

The above table shows the number of students who left the particular course prior to completion.

Only 1 student left the program as a result of being dissatisfied with the course. The other 5 left for valid reasons such as; leaving on preplanned vacation and medical reasons.

A 13 percent dropout rate was considered to be relatively low considering that the program was offered on a volunteer basis and students were free to leave at their own discretion.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

WASHINGTON, WARREN, HAMILTON COUNTIES

EXTENDED SCHOOL YEAR PROGRAM

STUDENT QUESTIONNAIRE

STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
In regard to the occupational Extended School Year program I feel that:					
1. I had adequate information to make a decision to attend.	9	24	1	-	1
2. The bus transportation was adequate.	8	23	1	-	1
3. I gained valuable experience during this period.	24	13	-	1	-
4. I could have gained more by another experience.	2	5	5	16	8
5. The teachers were very helpful in arousing my interest in the subject.	21	14	1	2	-
6. As a group, we worked together effectively.	22	14	2	-	-
7. The bus trip was satisfactory.	4	21	5	5	-
8. The program was too long.	-	-	2	21	15
9. My time was well spent.	19	17	-	-	1
10. The program met my expectations.	13	21	2	-	2
11. The information presented was too advanced.	-	-	1	24	13
12. Programs of this nature should be offered again.	23	14	-	-	1
13. I am very satisfied with the program.	24	13	-	1	-

STUDENT QUESTIONNAIRE

(continued)

STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14. If the program is offered I would attend next summer.	11	16	8	1	1
15. My parents were very much in favor of my attending the program.	24	13	1	-	-
16. My parents left the decision for attending entirely up to me.	15	19	2	1	1

The table shown above represents the number of student responses to each of 16 questions or statements.

Of the forty-one students who completed the program, thirty-eight were present when the questionnaire was administered.

The purpose for gathering subjective data and student opinion was to identify strenghts and weaknesses in the program, as reported by students.

An attempt was made to include in the questionnaire items that would have a positive or negative effect on the pupil by attending the ESY program. An examination of the student responses to the items clearly indicates that most all students received a program that was designed to meet their individual needs.

ITEM NO.

1. Student reaction would indicate that they had adequate information concerning the ESY program prior to making a decision to attend. Only one (1) student indicated that he strongly disagreed with this statement.

2. Because students were traveling over 45 miles one way to attend the ESY program, it was necessary to determine the effect this might have on future planning. As reported, only one (1) student indicated that the bus trip was unsatisfactory.

3. Student reaction to this item indicated that only one (1) student felt that another experience would have benefited him more than the ESY program.

4. Reaction to this item would prove that the majority of students in attendance agreed that the ESY program provided them with a very worthwhile experience.

5. An examination of this item indicates that teachers succeeded in arousing the students' interest, and provided individual programs for individual students. Ninety-two percent of the students expressed the opinion that they were satisfied with the instructional program.

6. Although students attended the program from twelve different school districts, 94 percent of the group stated that cooperation among the members of the group was excellent.

7. Only 20 percent of the group stated that the bus trip to the ESY program was too long. The distance per trip ranged from 2 to 40 miles; average was approximately 18 miles.

8. Ninety-five percent of the group stated that the program was NOT too long. This would imply that additional time in the program would meet with their approval.

9. Inspection of this item response shows that only one student reported that his time would have been better spent in doing something other than attending the ESY program.

10. Only two students from the entire group indicated that the program was not satisfactory. This would indicate that attendance at an occupational center during the regular vacation period was highly acceptable to most students.

11. One-hundred percent of the group reported that the course content was geared to their ability. No one failed to meet the minimum standards established for the courses.

12. Thirty-seven of the 38 students who responded to this question indicated that they are in favor of continuing the ESY program.

13. Only one student indicated that he was not satisfied with the program. (Of interest to the writer was the fact that the same respondent took exception to each of 16 questions asked and reported a negative answer to each one.)

14. Of the group, 73 percent reported that they would return to the program if it was offered the following year; eight students were undecided. This would indicate that pupils, in general, were willing to attend school during a regular vacation period.

15. Ninety-seven percent of the students' parents favored their attendance at the program; only one student was undecided and no one reported a negative response.

16. Although the students' parents were in favor of their attendance at the ESY program, 90 percent of the parents left the decision to attend entirely up to the student.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

WASHINGTON, WARREN, HAMILTON COUNTIES

EXTENDED SCHOOL YEAR PROGRAM

REASONS FOR STUDENT NOT RETURNING TO REGULAR PROGRAM

REASON	AUTO MECHANICS	CONSERVATION	COSMETOLOGY
Moved			1
Attending Private School	1		
Course conflict at home school	4		1
Quit School	1		
Total	6		2

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

WASHINGTON, WARREN, HAMILTON COUNTIES

EXTENDED SCHOOL YEAR PROGRAM

FOLLOWUP INTERVIEW RESPONSE SHEET

QUESTION	REMARKS	AUTO MECHANICS	CONSERVATION	COSMETOLOGY	TOTAL
1. Why did you attend the ESY program.	High interest	2	5	18	25
	Exploration	1	1	4	6
	Parent's recommendation	2			2
2. Did you work this summer while attending the ESY program.	Yes	5	5	11	21
	No	2	1	9	12
3. Are you presently employed.	Yes	2	4	7	13
	No	5	2	13	20
4. How did the ESY program assist you	Offered advanced study. Increased skills. Greater preparation for State boards. Provided time for outside employment. Enabled me to take required home school courses.				
5. Others	Not enough time; course should have been longer. Would take course again if offered (100% would recommend the program to other students. Four-hour sessions very adequate (All day too long.)				

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

WASHINGTON, WARREN, HAMILTON COUNTIES

EXTENDED SCHOOL YEAR PROGRAM

FOLLOWUP INTERVIEW RESPONSE SHEET

Total Possible Days Attendance 24

DAYS ABSENT	AUTO MECHANICS	CONSERVATION	COSMETOLOGY	TOTAL
0	3	3	12	18
1	2	3	5	10
2	3	0	1	4
3	2	0	2	4
4	1	0	2	3
5	1	0	0	1
10	1	0	0	1
Total Number Days Absent	33*	3**	21	57
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**Student enrolled 6 days late - 6 days not shown

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

WASHINGTON, WARREN, HAMILTON COUNTIES

EXTENDED SCHOOL YEAR PROGRAM

STUDENT GRADE LEVEL COMPOSITE SHEET

GRADE LEVEL	AUTO MECHANICS	CONSERVATION	COSMETOLOGY	TOTAL
10	5			5
11	5	1	14	20
12	2	5	7	14
SPECIAL CLASS	1			1
POST GRADUATES			1	1

GRAND TOTAL 41